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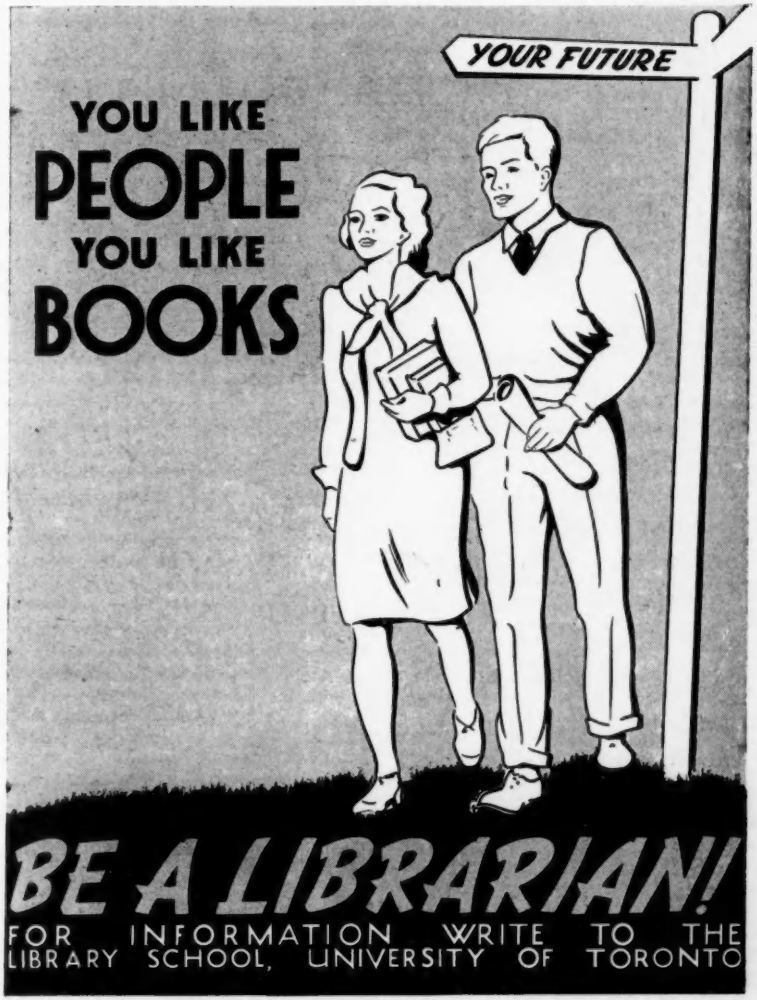
B.C.L.A. BULLETIN



Vol. 12 No. 3
Jan., 1949

Five dollars is offered for a really effective recruiting slogan. All entries should be mailed by March 15 to Mrs. Margaret Brunette, Vancouver Public Library, Kitsilano Branch, 2375 West 4th Avenue, Vancouver, B.C.

B.C.L.A. BULLETIN

Vol. 12, No. 3. January, 1949.

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Editor: J. G. Mitchell
Provincial Library
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B.C.L.A. Officers 1948-49

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A MESSAGE FROM THE RECRUITING COMMITTEE

A recent issue of the American Library Association Bulletin declared that for the library profession the great issue is recruitment. This is surely a thesis which demands the careful consideration of all librarians. Furthermore, if we are in agreement, it demands a systematic and well thought-out campaign to equip the libraries of Canada with the workers essential to their success. To provide B.C. discussion of this whole topic, the editor of the B.C. Library Association Bulletin has turned over this issue to the B.C.L.A. Recruiting Committee. Accordingly, our Committee has attempted to gather facts with regard to library openings in British Columbia, and to present a series of brief articles which we hope have recruiting value.

Because we as a Committee feel that the Victoria Public Library has given leadership, you will find a report of the work Victoria has already done in this field. Our Committee is further of the opinion that insufficient publicity is being given to opportunities as they now exist for clerical workers within our libraries, openings that are both part time and full time. Perhaps after the information contained in this issue of the B.C.L.A. Bulletin has reached the vocational counsellors of the Province, a leaflet should be prepared dealing in greater detail with various aspects of the problem. Our Committee believes that closer co-operation could and should be established between B.C.L.A. and the B.C. Teachers' Federation. The importance of school libraries makes this latter organization also vitally interested in the expansion of library service, and the B.C.T.F. is therefore also concerned with recruitment and with the provision of the best possible training system for librarians.

Obviously, availability of training is tied in directly with recruitment. It seems evident that the time has come for the establishment of a B.C. school of librarianship. Surely it is an anomaly that certification should be sponsored by the Department of Education and no provision be made for a provincial school.

All reports agree that to a B.C. candidate for librarianship the cost is cripplingly high. We are glad to call attention to a project sponsored by the Vancouver Public Library Staff Association which has given bursary aid to four applicants. It is high time that the scheme was broadened through co-operation from the Department of Education, making available substantial government scholarships similar to those given in both Manitoba and Saskatchewan. In the meantime, have we investigated the possibility of one of the Foundations assisting through the granting of travelling costs? Have our Friends of the Library groups been invited to co-operate? No doubt there may be other ideas still better and we invite suggestions through the columns of this journal.

In preparation for our long dreamt of provincial training school we should all be giving thought to what it is that constitutes professional education for librarianship. Every professional librarian in the province knows that he owes much to the institution in which he was trained, but he is probably even more aware, disturbingly aware, of the inadequacies of the training he received in the light of modern concepts of librarianship. How true is the statement that a generation of library school students is only as good as the contemporary thinkers and teachers engaged in education for librarianship? Few of us realize how widespread is the dissatisfaction with present training and how many are the centers in which experimentation is taking place. It will indeed be a great service if the American Library Association issues the proposed year book devoted to progress and experimentation in library training.

The question of salaries bears direct relation to recruitment. This year's report by the Salary, Staff and Tenure Committee will bring us current facts. The co-operation of librarians everywhere is necessary if such information is to be kept up-to-date. Your Recruiting Committee believe that it is time that as a profession we, like the teachers, should have secured a provincial minimum salary. Until that objective is attained our regional library service, in spite of its strong attraction, will continue to suffer an unreasonable staff turnover.

XUM

To discuss the problem of recruitment generally, our Committee has asked that a full session be set aside at the forthcoming B.C.L.A. Convention. The Recruitment Committee plans to feature a small exhibit of poster and leaflet material, and to that end we are sponsoring a poster contest. As a preliminary we seek a really effective recruiting slogan. Five dollars is offered for the best contribution. The deadline is March 15th.

We hope that the articles in this issue will be sufficiently challenging to call forth further discussion. The important thing, however, is not how completely the contributions in this issue meet with your approval but what **you** are going to do about recruitment.

Margaret Brunette, Chairman.

THE INCREASING DEMAND *for* PROFESSIONAL LIBRARIANS

When the Provincial Government established libraries under the Public Libraries Act, no provision was made for training personnel to operate these. At that time (1920), the demand for professional librarians was not so great but that it could be met by graduates of schools in Eastern Canada and the United States. This situation has changed radically and since 1939 all libraries in both countries have faced a very serious shortage of trained personnel.

Undoubtedly this shortage could have been partly overcome by a more aggressive policy of recruitment on the part of librarians, but that enough people could have been attracted to such a low-salaried profession during the war is very problematical. In spite of calling themselves professionals, librarians must eat and it is only during very recent years that library salaries have reached a level which compares at all favorably with salaries paid in similar professions. Teachers, nurses, social service workers, and members of other professions demanding similar academic and professional standards are still receiving higher salaries than librarians. This is probably the most important single factor entering into recruitment in any profession.

According to the annual reports of the A.L.A. Board of Librarianship for the years 1927-29, the following was the enrollment from the four western provinces in library schools:

	B.C.	Alta.	Sask	Man.	Total
1929-30	14	..	..	..	14
1928-29	11	5	2	1	19
1927-28	9	4	..	2	15
Totals	34	9	2	3	48

On the assumption that these were normal years, and that a similar demand for training will develop after the war, it would appear that Western Canada could support a library school of its own. Undoubtedly location of a school in the area would attract still larger numbers which would otherwise be deterred from taking training, due to cost of travel, payment of non-resident fees, and cost of living away from home.

A hurried review of the field during recent years shows an even greater demand for training in Western Canada. It has been carefully estimated that B.C. alone absorbs from ten to fifteen trained librarians per annum. At the time of writing there are some ten or more vacancies in B.C. libraries and, indeed, developments are being retarded because of the shortage. Special libraries, institutional libraries, school and other specialized fields are equally as short of trained help as the public libraries.

Many librarians are lost to the United States, where better salaries and better working conditions make employment more attractive. It would appear then that the following factors need study and adjustment before sufficient people can be attracted to librarianship in B.C.:

1. Better salaries on the professional level.
2. Adequate training facilities in Western Canada.
3. Better working conditions, including better library buildings, hours of work, vacation and sick leave privileges, etc., etc.
4. Approved personnel programs in libraries which will ensure employees fair treatment, opportunity for advancement and adequate retirement allowances.

E. S. Robinson

The Library Clerk and Recruiting for the Library Profession

A large company which made a survey over a number of years of what job applicants look for found that the type of work to be performed was of paramount importance. In a list which included advancement, benefits, a company for which one is proud to work, co-workers, pay, security, supervisor, and working conditions, type of work (i.e., work which is interesting and well-liked) was placed third by men and first by women. The majority of those who apply for clerical jobs in libraries seem to feel that they would enjoy working in a library, that it is more than a means of earning a living. Does this offer any leads for the recruitment of professionals?

The most obvious one is that this favorable predisposition should be made the most of and the clerical staff given every encouragement to go on to professional work. Equally obvious is the suggestion that the possibilities of clerical work in libraries should be made more widely known through vocational guidance agencies in the high schools, with the hope that those who are unable to go on to university immediately may become sufficiently interested to make the effort later.

Both of these suggestions, however, bring up the familiar question of the division of labour in libraries between professionals and non-professionals. Administrators and the profession as a whole must be made to realize that the present policy of using talented, well-trained professional librarians for clerical work is a waste of the tax-payers' money and, for us all, professional suicide. If the librarians continue to do the work of clerks, they will continue to be regarded by the public as clerks and not as professionals. Libraries need, and librarians should welcome, intelligent, competent library clerks to perform non-professional work.

But what can libraries offer in the way of a non-professional career to attract and, what is more important, to keep persons of the calibre required? The need for clerical help at lower levels is usually taken for granted, but professional librarians have been curiously reluctant to delegate to non-professionals supervisory and administrative duties which the more mature and experienced non-professionals have every right to expect to take over. If we are to make our non-professional positions anything more than a temporary step to other work, our classification schemes must include supervisory grades for non-professionals with requirements and qualifications clearly stated and a salary range commensurate with the abilities and experience required. Nor is a paper classification scheme enough. There must be intelligent training at each level, and, when the training has been completed, full delegation of responsibility and reasonable financial reward.

When librarians can be induced to leave non-professional work to non-professionals, a clerical career in a library can offer as much scope for intelligence, initiative, administrative and executive ability as one in business. Too often the interest inherent in the ultimate purpose of library work is reserved for professionals only. Too often non-professionals are made to feel that they are a "lesser breed" unable to understand the lofty purposes of professionals—who continue to do a good deal of the clerical work. If we can offer library clerks a career about which they and we are clear as to its scope, purposes, and rewards, then the career of professional librarianship can be what it professes to be and not what it frequently is—a non-professional clerkship. Both types of service are necessary for the effective operation of a library. Both can offer satisfying careers. The burden rests with the professional librarian to make them so.

Note: On the Vancouver Public Library staff there are approximately 90 clerical workers, of whom 57 are full time. Clerical salaries are in line with civic wage scales. There are three classes of clerical workers. The junior clerical enters with high school graduation at a salary of $101.50 per month. With business training or one year's experience in the Library she is elegible for intermediate grading with an initial salary of $116.50. A senior clerical must have four year's clerical experience or academic training. Her starting salary is $147.50. Within each group there is the possibility of four increments.

Marjorie Sing.

The Victoria Public Library Shows the Way

Recruitment for the library profession in the Victoria Public Library has grown out of the local need for clerical and sub-professional assistants.

From time to time since 1912, when Dr. Helen Gordon Stewart held the first student class, the Victoria Public Library has given inservice training. In 1940 the classes were organized under the Department of Labour apprentice scheme and the students were paid at apprenticeship rates.

In selecting students preference is given to those applicants who have had one or two years university work. In the case of other applicants their record at high school and the opinion of their teachers are considered. Naturally personal qualities are most important.

The classes have ranged in numbers from one to four, which is as many as this library can absorb at one time. For the first two weeks a brief course in the fundamentals and purposes of library work is given by the librarian. Each student is then assigned to a department for a month for instruction and practice in the work of that department. Each month the students are transferred to another department so that at the end of six months they have a working knowledge of the routine. If we find that a student is not interested or not suitable she is advised to leave at once. Those who complete the six months training are appointed to the staff as junior clerical assistants.

If a student, who has not taken any college work, shows ability and genuine interest in library work as a profession, the Board arranges to give her part time work so that she can take advantage of the two years towards an Arts degree given at Victoria College. During the summer she is given full time employment thereby relieving the staff shortage caused by vacations, and giving her some financial assistance.

On occasions the library has employed university graduates for one year (now six months) as clerical and then promoted them to sub-professionals. This has been an advantage to the library and has given the practical experience which is valuable.

Last September four staff members, who had had inservice training in this library, resigned to attend the School of Library Science at the University of Washington.

It is quite true that there are satisfactions in library work which are important but salaries and conditions of work are quite as important if we are to attract and hold suitable people. The majority of library buildings in Canada are so outmoded and overcrowded that working conditions are well-nigh intolerable. Salaries are low compared with those paid in other professions with similar educational and professional requirements.

The salaries in the Victoria Public Library have been low but an effort is being made to revise the schedule upwards. The working week has been reduced from forty to thirty-six and a half hours and is now five days.

Vacations are as follows: Heads of Department, one calendar month; professional assistants, four weeks; and all other full time employees, three weeks. Special provision is made for employees to attend Summer Schools, professional conferences and institutes.

At times it has been difficult to make the adjustments necessary to give instruction and part time employment but the contribution made to this library and the profession as a whole by those who have been students or sub-professionals far outweighs any inconvenience we have experienced. **Margaret J. Clay**

From a Library School Student

You have asked me to contribute an article on why I happen to find myself in library school. Probably you chose me because I spent so many years in a public library before taking this final step to professionalism and, therefore, should be in a position to state clearly, definitely, and in alphabetical order the mental processes which led to this decision.

Well, the reason for entering library school is not difficult to give before one begins the course: one wants to be a librarian because one loves books and people and wants to get the two of them together. Simple! And for such as I, who have had plenty of library experience beforehand, even the session at library school has not lessened the urge to make the match. Library work **is** interesting, exciting, and tremendously challenging; it brings out every bit of knowledge picked up in and out of the classrooms of school and college.

But there are many times when you wonder what you are acquiring in library school that will be of such tremendous importance to your future skill and efficiency as a librarian. Be warned, my fair ones, that there is not much intellectual stimulus here, but don't let that subversive feeling kill your original desire. Gird yourself against the boredom and remember that those cards you type so complainingly and painstakingly, those books you wouldn't dream of having in your own library to which you must assign Dewey numbers, and those statistics on what makes a book readable all fit into place once you set foot in a library as a degree-holder. These are the things that you want to be able to do almost mechanically, so that you are not a quivering uncertain slave to them but their master, making them work for you, in order that you can more easily help your demanding readers and enquirers, who so often do not know what they want except that it must be in print, between covers, and with the information they have in mind but cannot put into words.

Once the degree is won, the profession is open to you to find your niche—and there are many. Library work is not a soft job, but it is an immensely satisfying challenge to your every faculty and all your imagination and ingenuity. The emphasis is more and more on the educational rather than on the purely recreational possibilities and duties of the library, with all modern materials being used—books, films, records, lectures, organization of discussion groups, and so on and on. There is no end to what an interested and vital person might be able to do in this ever-expanding field.

So cheer up, my hearties! Librarianship is not only an honourable profession but it is also a worthwhile and exciting one. Forget those unfortunate experiences you had in your extreme youth with the old-fashioned idea of a librarian. **You** will be different: trim, efficient, and inspiring; and, with your library degree, absolute master of the mechanics of the trade.

Monica Hodges.

Why We Are Choosing Librarianship

A Symposium written by Muriel Martinson after a discussion with Lily Kristjanson, Naomi Grigg, and Mary Campbell, all members of the U.B.C. Library staff.

A group of girls who had worked for varying lengths of time as library assistants and who, therefore, were presumably in a position to evaluate for themselves what librarianship as a career offered took part in a discussion of the advantages and disadvantages of the profession. The following is a summary of the discussion and of the conclusion.

A general arts degree in itself is seldom the means of earning a livelihood or of harnessing energies and interests to a particular type of creative work. For a large number of girls the choice centres around teaching, social work, and librarianship. Each of these fields provides within a minimum of a year a training which offers security, a greater scope for interesting work, and a higher average remuneration than is possible in most other fields open to women who do not wish to invest time and money in acquiring other professional skills.

Because there is no library school in British Columbia, the range of choice for many people is lessened, and those who cannot afford to attend a school away from home turn to social work and teaching.

Saving on a library assistant's salary is no easy task, especially for those whose sense of citizenship involves them in social responsibilities as well as personal expenses formerly, in many cases, assumed by the family. Although in the eyes of many already within the profession the library assistant is in a sense a student serving an apprentice training, in fact and in law she is not. The experience gained by working in a library provides valuable training for library school but no credit is given for this form of training, as for example, when certification is discussed. Furthermore, the salary paid

does not permit a person to save enough to take this training without the help of a loan, bursary or family aid.

Granted that a person entering upon librarianship as a profession does so for more than economic reasons—and the income of even a trained librarian is below that of a trained worker in a comparative profession—what are some of the attractions of library work? In the first place, library training opens the way for work in a wide field. Different aspects of librarianship appeal to those who like to work with people and to those who prefer to work by themselves, and special library service can be absorbing for those with specialized subject backgrounds.

Security in the knowledge that they have the requirements to perfom a specialized job gives a feeling of freedom to those who like to move from place to place, to meet new people, and to try out the different types of work in their profession. Others may establish seniority rights which in time enable them to exercise their abilities in executive positions.

In general, marriage for women does not mean, **ipso facto,** the end of their library career, and there is almost always the opportunity to do professional work on a part time basis.

While we realize that such factors bear an important weight when the choice is made, we know that the final decision rests upon the feeling that the work itself is useful and provides a satisfactory outlet for interests and abilities.

Muriel Martinson.

From The Library Clerical Worker

As Miss Sing has pointed out, the interesting and vauable work in a library is by no means limited to the professional librarian. The library clerk has an important part to play in any well-organized library. Two clerical workers from the University of British Columbia were asked to write about their work: Miss Mary Wilson of the Reference Department, and Mrs. Betty Higman of the Cataloguing Department. Their viewpoint is necessarily that of a university library clerical, but public and special libraries offer no less interesting opportunities for the non-professional worker.

Mrs. Higman

It was my original ambition, as a graduate of a university, to continue my studies, a master's degree in psychology being my goal. On graduating, however, I found it necessary to obtain employment. What better place would there be to work than in a university library? There I would find not only all the current literature in the field in which I was interested, but also that of any other topic I should want.

As an assistant in the Cataloguing Department, if at times I have found the work unromantic, I have certainly found it interestingly varied. It includes filing, lettering, ordering and distributing Library of Congress cards, adjusting book copy numbers, the occasional bit of typing, and many other so-called "routine" jobs. I have had the opportunity of seeing how the various departments of a library function. Indeed, I did not realize how much work was involved behind the scenes. I have learned how to use many important library tools, such as the Library of Congress Catalogue, the Cumulative Book Index, and the periodical indexes, tools which will be of use to me no matter what I may do in the future.

In a university library, too, I find that I can keep in touch with student life—and since my husband is at present attending the university, my position provides one more basis of understanding between the two of us. I have access, also, to special music and art loan services, and can attend noon hour programs, featuring famous singers and speakers, which are sponsored by the student body. I am in a position to benefit from the activities of the University Extension Department, and I have the opportunity to read new books as they arrive in the library. In short, I have all the advantages of student life, and, indeed, I find myself able to take advantage of things which I often had no time for while I was attending the university as a student.

Miss Wilson

Everyone knows that the ordinary clerical must do the typing and filing and be able to use the business machines in the office. My work as a senior clerical in the Reference Department naturally includes these routine tasks, but it

also includes considerably more varied activities than that of the clerk in a business office.

I was at one time responsible for the checking-in and filing of all theses, calendars, pamphlets, and government documents. I have also worked with periodicals and the record and art loan services. At present, I am responsible for inter-library loans. This has made it necessary for me to learn how to use the Union List of Serials, Cumulative Book Index, periodical indexes, Chemical Abstracts, and other reference tools. This phase of my work is particularly interesting to me. The most unusual task I have had was helping to set up displays in the library display cases to dramatize the use of books in the social, academic, and business worlds.

With all its varied activities, I have found that reference clerical work is most certainly of greater interest than clerical work in the usual business office.

Librarianship for Men: Some Points of Appeal

Though libraries have not yet come to the point of hanging out signs in their windows, they make no effort to conceal the fact that "men are wanted"—wanted badly, wanted now! For the student faced with the difficult decision of settling upon a career, librarianship can therefore offer this appeal of paramount importance: it is a vocation in which there is no over-crowding. At a time when the mere gaining of entrance into medical and dental schools seems in itself an achievement almost beyond reach, when the number of prospective lawyers and engineers about to be graduated from universities is giving concern even to the most optimistic, the young man may be glad to learn of a profession which definitely solicits his entry into its ranks. Library training schools will welcome his application and upon graduation he may confidently expect to be able to exercise a choice from a variety of offers of positions.

Librarianship holds the door open; but what lies beyond? For the enterprising young man who is giving serious thought to his future will not be satisfied with knowing that librarianship is easy to get into; he will be asking himself the larger, more important questions: "What are my opportunities in library service? Will I find the work personally and intellectually satisfying? Assuming that I find the work congenial, can I look forward to a reasonable chance for advancement?"

To these questions librarianship can give a confident "yes." If an interest in books and the spread of knowledge be accepted as necessary prerequisites, the young man will find that the profession of library service offers a wide range of opportunities in institutions as varied as college, public and special libraries, in functions as diverse as cataloguing, reference, public relations and general administration. Though routines will play an undeniably large part in his day, intellectual stimulation he will find aplenty, for he deals with books and people, both subjects of infinite variety which cannot fail to broaden his horizon If he is an idealist (and probably idealism is also a necessary prerequisite in view of the low initial remuneration) he will enjoy the satisfaction that comes from the knowledge that he is being of service to others.

Whatever the particular phase of library service that he elects for his work, he will find his chance for advancement excellent. Library work is done by women, but it is run by men. Though there may well be some doubts as to the justice of the situation, it is an undeniable fact that there exists in the library world a strong prejudice in favour of men, especially when the question of appointment to administrative and supervisory positions arises, so much so, that a well known director of a library school has been led to declare that any male librarian may expect to rise to the position of department head within five years, if he is only reasonably competent. The highest positions of course demand more than "reasonable competence," but these too, especially in scholarly institutions, are almost the exclusive preserve of the male sex. This strong expectation of rapid advancement goes far toward counterbalancing the low starting salaries which are the principal deterrent to a library career.

Taken together, these special advantages for men in library service make librarianship a career of no small appeal. The student who has hitherto been considering only the traditional disciplines of law, medicine and engineering cannot afford to neglect the possibilities of a profession that offers him ease of entry, a varied and stimulating set of duties and a promising career-service—librarianship. **Sam Rothstein.**

Life With Alfred, The Bookmobile

If one day, driving along a country road, you chance upon two tired but happy souls pushing some ornery boxes into the back of an already well-loaded van, please don't dismiss the episode simply: you are very likely looking at two altogether-not-quite-so-spry-as-when-they-started-out union librarians after a long day on the road. Who knows—you may be one yourself some day, so you might like to know something about life on a bookmobile.

Every week as long as weather permits Alfred (Alfred is our library van; we gave up the name, "bookmobile," long ago) is on the road full of books ready for a day's stops. Or sometimes, two days' stops, for when it is impossible to cover a circuit in one day, we pile the boxes a little higher, stretch poor Alfred's sides a little wider, and off we go with an over-night stop arranged somewhere along our route.

Alfred carries us happily and smoothly along the highway—at least he carries us happily and smoothly until with a warning bump we find we have reached the end of the paved road. Now we have to pick our way slowly between ruts and holes to the branch where boxes of books are waiting for us, ready to be lifted into Alfred when the new ones for the branch have been unloaded. "Did you bring that new handicraft book I asked for?" "Oh, yes," we say gaily, although we know too well that we aren't always able to fill the special requests.

But at the next stop, perhaps, all is not so peaceful. Because of bad weather, a change of address, or any other of several reasons, our custodian did not get the post-card saying we were coming. The shelves are locked and the custodian is absent. After precious time has been wasted, we find her and continue the library routine.

On we go, this time calling at a one-room school where the children, who have read their present collection of books over and over, eaglerly help us unpack their new supply. "Oh, look, here is another 'Freddy' book," or "I've found one about 'Silver Chief'." When you were at school (remember?) wouldn't you have welcomed a break of fifteen exciting minutes to get a peek at a new story?

Once more we are packed and rolling along. Perhaps our next stop is in a store, the centre of activity for a farming area, where busy people steal a few minutes to select "something good for the weekend" while buying their weekly supplies.

But please—it isn't **all** adventure, gay and carefree. If you are not careful, you may miss the next turn in this heavy snow; and, of course, between trips all the records of which book is where when have to be kept up to date so that you can easily find out (sometimes to your horror) that this title, the only copy you have, which is wanted in your most northern branch, was innocently taken to your most southern branch last week. But what is a matter of 350 miles between friends?

I came across a statement recently which I think is very true: "The essentials of happiness are something to do, something to love and something to hope for." There is plenty to do, there are books and people to love, and there is a real satisfaction not only to be hoped for but awaiting you in regional libraries and Alfreds—excuse me, "bookmobiles"—everywhere.

BACK TO SCHOOL

School librarianship is particularly satisfying because of the independence it gives and the responsibility it demands. From the first moment he inserts his key in the library door on the first day of the term, the school librarian is on his own. He is governed by certain broad objectives: the inculcation of a love of reading and a knowledge of books that will carry over into adult life and the integration of the library into the educative process as a whole; and he must work within the framework of a timetable which often schedules large groups to the library for periods of fixed duration and of a budget which is sometimes pitifully limited. But he is confined neither by a set curriculum as the teacher is nor by the limited responsibility inherent in all but the major administrative posts of a public library. Within his own domain,

small though it may be, he may experiment endlessly and, happily, have the unique opportunity of seeing the fruit of his labour for his patrons, eager and otherwise, the subjects of his experiments, cannot escape him until their school days are over.

The relationship between himself and his clientele is a highly personal one. Accepting the old adage that if one brings up the child in the way he should go he will not depart therefrom, the good librarian works with almost missionary zeal to mould the reading tastes of his young public. He will spend hours reading about the exploits of pirates and aviators and the mysteries of deepest Africa, while his mind yearns for more adult fare, for to know merely what a book is about is to be but on the fringe of knowledge! "Is there a lot of description in it?" "Is the heroine like ordinary people, or too good to be real?" "Does this story tell about the war as it really was?" Or just simply, "Are there too many hard words for me?" When with utter faith in the librarian's complete infallibility a student requests, "Find me a good book, please," then the librarian will feel he has won his spurs. Even his book selection becomes not so much a matter of building up a section as of finding a title which will lure Mary away from the magazines or satisfy Ron's request for a book "just like the last one."

Obviously school librarianship is not a field for the specialist absorbed in the intricacies of cataloguing and classification, or in scholarly research. Technical processes are comparatively simple, but the school librarian has the very real satisfaction of testing by use the efficiency of the tools he has created. Reference work, too, is on a comparatively elementary level, but when one considers the relative scarcity of material in the average school library one must concede that it is not without the thrill of the search. Certainly it is not beyond the ingenuity of the teen-ager to ask questions which would tax the capabilities of the most experienced reference librarian.

What training should the school librarian have? Ideally, for high school librarians at least, a teaching certificate, plus a degree from an accredited library school, plus some experience in both teaching and public library work. Actual requirements vary with the size of the school and with the city, province, or state. In some, the teaching certificate is the "sine qua non"; in others, the library degree. In British Columbia a teacher with five years' experience may obtain certification on completion of fifteen units in library science at the Summer School of Education in Victoria. But, however he entered the field, the young school librarian would be wise to plan eventually to obtain a library science degree, for his is a dual profession, demanding a dual orientation. Librarians and teachers have waged a long struggle for recognition and the B.L.S. degree is to the former what the teaching certificate is to the latter. Each is the guarantee of a common professional background and the key to unqualified acceptance by teachers and librarians alike.

Dolina McIver.

Vancouver Public Library Bursaries

The Vancouver Public Library Staff Association Bursary grew out of a desire on the part of the staff to do something to meet the prevailing scarcity of librarians, and the knowledge that some promising recruits were handicapped in their training by a lack of funds.

A committee was set up to make a preliminary study. They investigated other bursaries and scholarships, the rules governing them, and the regulations of the income tax department regarding subscriptions to them, and made recommendations about the size of the bursary and the requirements for applicants.

The Bursary was set up in the spring of 1947. It is open to persons who have completed junior matriculation, who have worked on a library staff for a year, and who intend to adopt librarianship as a profession. The first basis of selection is scholarship, and the others are personality, ability to work with others, calibre of work done, physical fitness and financial need. Students going to library school are given preference. Applicants should be willing to return to British Columbia within five years after library school if a suitable opening is available. The minimum grant is $150.

The money was raised the first year by assessments on the staff, and by contributions

from outside. In 1948 the Staff Association made a grant of $150, and many of the voluntary pledges were continued. Contributions were received from ex-members of the staff, from the B.C. Library Association, and from some individuals outside the library. In addition the staff raised over $150, by a film show, raffles, candy sales, etc.

For 1947-48 one bursary of $150 was awarded to a member of the staff who was attending Art School, on the understanding that she wished to use her training eventually in the library field. For the year 1948-49 three bursaries totalling $500 were granted, two to graduates attending Library School, and one to an undergraduate planning to continue later to Library School.

For the future, the Staff Association hopes to continue the bursary, or bursaries, as far as its finances will permit. There have been suggestions that a fund should be set up with income used for the yearly grant, but with a small body of people to draw from, this seems beyond our means. The need is urgent now and we feel we should not wait until we have accumulated a capital fund.

Jessie Hotson,
Chairman, Bursary Committee, V.P.L.

A "New Look" for Library Education

Educational methods in nearly all fields of human knowledge and work are in process of being re-evaluated. It is to their credit that professional librarians in the field and in the training school are also showing evidence of a dynamic and self-correcting spirit, which is one of the characteristics of the scientific approach to a problem. It is the purpose of this article to outline in general terms what is being done at the present time to revitalize education for librarianship.

At the Buffalo Conference of the A.L.A., 1946, a Division of Library Education was formed to provide an opportunity for the membership to participate in a re-evaluation program. The recommendations of this group were intended to form a basis for action by the A.L.A. Board of Education for Librarianship and the Board on Personnel Administration. In March, 1947, the former Board called for reports of any faculty actions or any contemplated changes in library school programmes. At San Francisco, 1947, the Division of Library Education approved a recommendation to approach the A.A.L.S. for the purpose of setting up a joint committee to study changing patterns in this field. In Atlantic City, 1948, discussion on this subject had as its theme, "Bridging the Gap Between Professional Training and Field Practice." During the summer of 1948 the University of Chicago held an institute on education for librarianship and the publication of those proceedings is awaited with great interest. "Minimum Requirements for Library Schools" is in process of revision, and it is proposed to issue a yearbook of library education and training, which will collect data now scattered and difficult to obtain.

Criticism of past training methods has been (1) that too little distinction has been made between "professional work" on the one hand and "technical, non-professional work" on the other; (2) that too much time is taken up in teaching techniques, and that in consequence (3) it is difficult to justify this aspect of our professional training as graduate study; (4) no courses have been given in practical political science or rural sociology; (5) no training is given in techniques for achieving sound community relations between the library and other civic bodies; (6) while there are many personnel studies for the benefit of the chief librarian, there is no instruction given the student on how to fit into a library as a staff member; (7) that, in many instances, library school instructors have had virtually no experience in modern practical public library work.

The keynote for correcting these faults has been set by Ernest Cadman Colwell, President of the University of Chicago: "Professional schools must be willing to work out standards in terms of the final purpose of the profession in society." The publication of the preliminary draft of "Descriptive List of Professional and Non-Professional Duties in Libraries" is a step toward sharper distinction between tasks. It has been suggested that the techniques of library work should be taught on the undergraduate level. Protest was at once voiced that the background of general knowledge would be lessened, and that hard-pressed administrators might be tempted to make do with less qualified employees. Although there is still a lack of agreement

on when professional education should start in the undergraduate curriculum and how much time it should consume, opposition to the idea has decreased considerably with the introduction of the University of Denver experiment in the summer of 1947. This plan, approved by the A.L.A. Board of Education, provides for fifteen hours in the senior year of first semester courses in circulation, cataloguing, classification, reference, book selection, filing, and history and development of American libraries.

It would appear to be generally agreed, now, that the bachelor's degree at present awarded at the end of a post-graduate year in library school should be replaced by a master's degree provided the curriculum justifies it. The University of Denver offers a master's degree after completion of its former second and third quarter course plus fifteen hours of graduate courses in a field in which the student has adequate preparation, plus a thesis on a professional library project. In the fall of 1948, seven library schools offered for the first time experimental programs leading to a master's degree, making a total of nine such schools. Three of four accredited library schools plan to revise their curricula in 1948-49. Others are awaiting the results at these institutions before making changes.

Many librarians think much could be gained from employing in libraries the "training-within-industry" methods developed during World War II. The Cincinnati Public Library, the University of Pennsylvania, and the New York Public Library, have had notable success with in-service training programmes for preparing library administrators. Such plans appear to be more scientific than the common sink-or-swim practice. Others recommend supplementary training in administrative problems, not at a library school, but in good university business schools, or by interneship in a university library, combined with a seminar in library administration based on work carried on during the interneship.

The "Sequential Training Plan" suggests radical changes in the library school teaching method. The routine employed at present is to teach concurrently (1) library backgrounds or foundations of library work; (2) library materials, books, etc. which comprise the holdings of libraries; (3) library methods with particular reference to American practice. Mr. and Mrs. Noyes suggest that these be taught, not concurrently, but sequentially in the following order (1) library materials, (2) library backgrounds, (3) library techniques. This plan would involve revolutionary re-arrangement of teaching routines, but it is implied that library instructors would thereby be given the opportunity to come out of their ivory towers into the workaday library field.

It has been said that a generation of library school students is only as good as the contemporary thinkers and teachers engaged in education for librarianship. There is ample evidence that progress has been made, and that more is likely to be made in the foreseeable future to enable the profession of librarianship to fulfill its high destiny.

Ruth E. Cameron.

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Now, About That Typical Librarian . . .

Miss Nora Bateson left British Columbia to organize regional library service in Prince Edward Island and then in Nova Scotia. She went from the Maritimes to become the head of the Home Reading Department in the Detroit Public Library. She is at present Director of the Library School in New Zealand.

Mr. Peter Grossman, after some years in the Fraser Valley, took post-graduate work in California, became head of the Vancouver Island Union Library, served overseas, worked with the Dominion Department of Labour, became head of the Fraser Valley Union Library, and is now Director of Regional Libraries in Nova Scotia.

Miss Madge Gill went from British Columbia to Ottawa, where she is now head of the National Research Council Library. In 1946 she was one of the Canadian delegates to the UNESCO conference at Paris.

Miss Ruth Jacobs, who two years ago was on the staff of the Vancouver Public Library, has since served in the Industry and Science Department of the Enoch Pratt Library in Baltimore, and is now in the library of the Scientific and Industrial Research Council in England.

Mr. Russell Munn, formerly of the Fraser Valley Union Library, did library work for a time with the T.V.A. in the United States, and is now head of the Akron Public Library.

Dr. Helen Stewart pioneered regional library service in this province both in the Fraser Valley and in the Okanagan. She worked for a time in the southern United States, and was called to England during the war to discuss library work in the British West Indies. From England she went to Trinidad to introduce library service on that island and to explore possibilities for the British West Indies generally.

Miss Elsie Taylor, once of Victoria, served for years as librarian at the American Library in Paris, and is now librarian in the National Library of England.

Hmmm?

Are librarians interesting—or just pleasant?

Is it for professional or other reasons that we are losing trained librarians to other professions?

What are school librarians doing to interest students in librarianship?

What are we doing to promote a province-wide superannuation scheme?

Do librarians read?

Are present day library schools delivering the goods?

Why are children's librarians transferring into other lines of library work?

Is it fair to advertise the possibilities of varied experience if the librarian must gain it at the cost of superannuation?

Are working conditions in your library up to standard?

What about the lighting?

Does your staff participate in vigorous book reviews?

What opportunity do you give interested clerical workers to share in discussion of important library problems?

In the separation of professional and clerical work have we sacrificed a sense of the dignity of each necessary job?

Do librarians preach only to be converted?

Is there equality of opportunity for men and women in the library profession?

DO YOU EVER APOLOGIZE FOR BEING A LIBRARIAN?

XUM

THE BULLETIN BOARD

Nominations

Members are reminded that it is time to forward nominations for next year's officers to the Nominating Committee, according to section 31(b) of the constitution: "This Committee (i.e., Nominating Committee) shall call for nominations by mail at least two months in advance of the annual meeting. Each nomination shall be signed by three members entitled to vote, and be accompanied by the acceptance of the nomination by the nominee."

The members of the Committee are Miss Margaret Hincks, Chairman, Mrs. Nina Napier and Miss Anne Berry.

B.C.L.A. Convention

The annual convention of the association will be held at Bowen Island, May 15 and 16. Suggestions for the convention should be forwarded to the Chairman of the Convention Committee, Miss Ruth Cameron, New Westminster Public Library.

Public Library Commission

Book circulation from the Open Shelf Division in 1948 was 86,102 an 18 percent increase over 1947. Travelling Library circulation increased 22 percent: 63,435 books sent out in 440 community libraries and 506 school libraries.

Two new public library associations have recently been incorporated under very good auspices: one at Hazelton, the other at Westview, port of entry for the Powell River district. Powell River itself is served by a good library which is supported largely by the Powell River Company, with some assistance from the Public Library Commission. The question of incorporating as a public library association is under consideration.

On January 17, the Commission started a series of thirteen broadcasts over the Pacific network of the Canadian Broadcasting Corporation: "The Question Box," every Monday, 5:45-6:00 p.m. The broadcasts are made possible partly by the generosity of the C.B.C., which is donating the time for the programme.

C. K. Morison.

U.B.C. Library

The new Fine Arts and Music Room was opened January 3rd. Miss Doreen Fraser is acting as Art and Music Librarian. All reference and circulation work in Fine Art and Music is now handled from this room. The Record Loan and Picture Loan Services are also located here.

Miss Anne Smith, head of the Reference Department, has been appointed acting librarian.

Miss Mary Campbell has joined the staff of the Circulation Department.

Isabel Abernethy.

Okanagan Union Library

Circulation of books in the Okanagan Union Library shows an increase in 1948 of 51,626 over 1947.

Mr. O. L. Jones, the member of the federal parliament for Yale, has resigned as Chairman of our Board, a position he has held since the Board's inception in 1936. Mr. Jones has always worked hard and faithfully for the library, and has been its loyal champion. He will be greatly missed.

Agnes L. Stiell.

Victoria Public Library

Miss Peggy Pepper, formerly of the staff of the Okanagan Union Library, has joined the staff of the Victoria Public Library.

Convention Registration

A pre-registration form for the May convention is enclosed in this issue of the Bulletin. Because accommodation is limited, your co-operation in returning the form as promptly as possible will be greatly appreciated.

Australian Visitor

Librarians in Vancouver and Victoria had the pleasure recently of meeting Miss Edith Simms of Sydney, Australia. Miss Simms was concluding a trip across the United States and before sailing paid a short visit to Canada to discuss and compare library matters in Canada and Australia.

British Columbia Department of Education Certification of Librarians

Printed below are the new regulations for the certification of librarians in this province which came into effect March 1st under Order in Council 383. The lowering of professional standards evident in these new regulations and the lack of similarity between these and the recommendations for certification put forward at last year's B.C.L.A. convention cannot be over-emphasized. Members are urged to study closely this new certification scheme in preparation for a full discussion of the matter at the May convention of the association.

CERTIFICATES OF LIBRARIANSHIP

Grade IV
(Six Units)

Requirements

1. British Columbia Senior Matriculation or its equivalent.
2. Successful completion of a one-year course at a recognized library school.

Grade III
(Nine Units)

Requirements

1. Second year standing in an approved degree course from a recognized university.
2. Successful completion of a one-year course at a recognized library school.

or

1. A Grade IV certificate of librarianship.
2. Three years' full-time experience in a professional library position.

Grade II
(Twelve Units)

Requirements

1. Third year standing in approved degree course from a recognized university.
2. Successful completion of a one-year course at a recognized university.

or

1. Second year standing in an approved degree course from a recognized university.
2. Successful completion of a one-year course course from a recognized library school.
3. Three years' full-time experience in a professional library position.

Grade I
(Fifteen Units)

Requirements

1. An approved bachelor's degree from a recognized university.
2. Successful completion of a one-year course at a recognized library school.

Grade I (Advanced)
(Eighteen Units)

Requirements

1. A Grade I certificate of librarianship.
2. An approved master's degree from a recognized university or library school.

NOTES:

1. A minimum of a full year's full-time experience in a professional library position is a prerequisite to all certificates with the exception of Grade IV. Applicants without this year's experience shall be given a certificate one grade lower than that to which they are otherwise qualified.
2. Existing certification, issued under the previous regulations, shall remain valid except that persons who are entitled to higher certification under these regulations may apply for the same.
3. Applicants with library training not formally recognized by the Department of Education may have their academic and professional qualifications evaluated in terms of British Columbia's requirements.

WANTED

by the

Civil Service of British Columbia

(Open Competition)

JUNIOR LIBRARY ASSISTANTS

(ASSISTANT CATALOGUERS)

(for the Public Library Commission and the Provincial Library, VICTORIA)

SALARY: $180 rising to $207 per month (including current cost-of-Living Bonus)

QUALIFICATIONS:

Must be a graduate from an approved Library School.

Candidates for these positions must be British Subjects—under 40 years of age and unmarried or self-supporting (females) and under 45 years of age (males)—(except in the case of ex-service personnel, who are given preference.)

Application Forms obtainable from the B.C. Civil Service Commission, Weiler Building, Victoria, B.C., or 570 Seymour Street, Vancouver, to be returned IMMEDIATELY to the Chairman, Civil Service Commission, VICTORIA.

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